

HIGH ACHIEVING EFL STUDENTS' ATTITUDES TOWARDS THE USE OF TRANSLATION IN WRITING

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ABSTRACT

This qualitative research examines high achieving EFL students' attitudes towards the use of translation in writing. The issue of translation and its role in foreign language writing has not been a main interest in the field of English Language Teaching. Therefore, this study attempts to study how learners use it in writing and its perceived effects on their written product and language learning. As translation is normally associated with less proficient students, this preliminary research focuses on more advanced students. It involved 20 third year undergraduate EFL students from the English Language Education Program (ELEP) of the Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga. All the participants had passed all the writing courses offered by the program. The data were collected through questionnaires using close and open-ended questions and analysed employing a descriptive quantitative method. More follow up was done by interviewing 5 students to get a profound insight towards their attitudes on how they use translation in writing. This research implies that the use of translation is still considered minimum among high achieving learners. However, the students still perceive the assistance of translation to scaffold their vocabulary enrichment, generate and develop ideas creatively in making their writing products, as well as to keep them writing. From these findings, it is expected to see more researches discussing about the use of translation in language teaching context as well as its implementation in teaching English as Foreign Language.

Keywords: translation in language teaching, the use of L1, the use of L2, English writing, translation in writing.